**Lesson Plan Format**

**Teacher Candidate \_Christopher Millard\_ Grade Level\_6\_ Date of lesson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

**-6SS3: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.**

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

**-Student’s have minimal knowledge on Ancient Greece but are proficient in Ancient Mesopotamia, Egypt, and Kush.**

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

**-Students will identify and describe famous people from Ancient Greece**

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

**-Group presentation**

**-8 Famous People of Greece- fill in the blank vocabulary quiz**

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

**-PowerPoint, Internet, textbook, pen/pencil/coloring pencils/etc…, paper/worksheet, dictionary**

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Model the project by describing Plato and having the PowerPoint of the requirements displayed on the SmartBoard.**

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

**Show PowerPoint overview of the famous people of Ancient Greece. Watch video on Plato’s Allegory of the Cave. Explain how he is known as the “greatest philosopher of western civilization.” Transition on how other important people in Ancient Greece still has in impact on today’s society. Hand out worksheets and group class into 8 groups. Assign each group a famous person. Describe what is needed on the poster. Ask if there are any questions.**

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

**8 groups (2-4 in each group) will be given a famous person from the list to research. Research will include- 1)birth date, 2)date died, 3)profession, 4)importance, and 5)at least (1) relationship to another person on the list. Instruct the students to design a poster to represent the times and life of your famous person to include the above information. Students will present their posters to the class. The class will fill out the worksheet while other students are teaching.**

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

**Fill in any information that was not covered. Correlate how the famous people are important and influence today’s society.**

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Bobby | Diagnosed ADHD from IEP. Issues with focusing. | Group with more focused students. Prompt as needed.  Allow Para to assist. |
| Steve | Physical disability. Writing arm in sling. | Group with larger group. Allow Steve to do research/present. |
| Yuki | ELL. Speaks very poor English. Progressing with pocket translator. | Provide Plato as her famous person (as I already modeled part of the project). Group with highly developed bilingual students. Use pocket translator. |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?